



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 10361217
SAU: Chelsea School Department
School: Chelsea Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 3

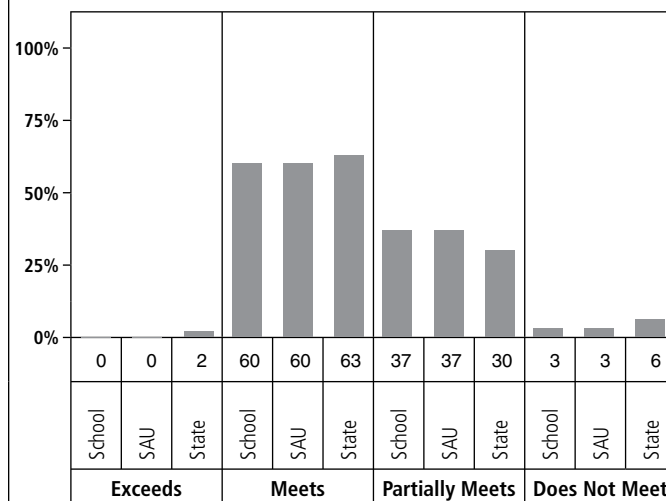
SAU: Chelsea School Department

School: Chelsea Elementary School

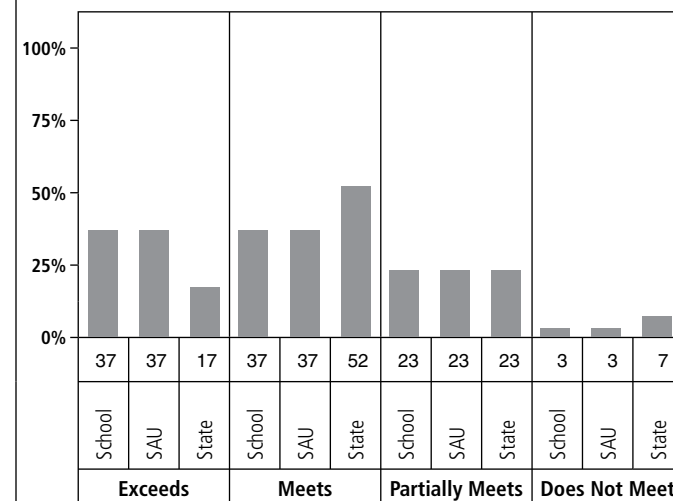
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	341	341	345
2007–2008	343	343	344
2008–2009	345	345	345
Cum. Avg.*	343	343	345
Mathematics			
2006–2007	342	342	347
2007–2008	344	344	347
2008–2009	353	353	348
Cum. Avg.*	346	346	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Chelsea School Department
School: Chelsea Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	30	100	30	100	13763	100	30	100	30	100	13691	100	30	100	30	100	13691	100						
Ethnicity African American/Black	0	0	0	0	416	3	0	0	0	0	412	99	0	0	0	0	414	100						
American Indian or Native Alaskan	1	3	1	3	102	1	1	100	1	100	101	100	1	100	1	100	101	100						
Asian or Pacific Islander	1	3	1	3	232	2	1	100	1	100	226	97	1	100	1	100	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	28	93	28	93	12846	93	28	100	28	100	12788	100	28	100	28	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	7	23	7	23	2414	18	7	100	7	100	2388	100	7	100	7	100	2388	100						
Current LEP	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
Economically disadvantaged	11	37	11	37	5887	43	11	100	11	100	5847	100	11	100	11	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	21	70	21	70	10316	75	21	70	21	70	10355	75						
Identified disability (PET/IEP)	0	0	0	0	437	4	0	0	0	0	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
Participation with accommodations	9	30	9	30	3179	23	9	30	9	30	3152	23						
Identified disability (PET/IEP)	7	78	7	78	1757	55	7	78	7	78	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	1	11	1	11	63	2	1	11	1	11	64	2						
Other	1	11	1	11	1192	37	1	11	1	11	1157	37						
Participation through alternate assessment (PAAP)	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: Chelsea School Department
School: Chelsea Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	2	5	2	5	332	2
	2007-2008	0	0	0	0	227	2
	2008-2009	0	0	0	0	262	2
	Cum. Total*	2	2	2	2	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	20	50	20	50	8691	63
	2007-2008	14	74	14	74	8403	62
	2008-2009	18	60	18	60	8500	63
	Cum. Total*	52	58	52	58	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	9	23	9	23	3781	27
	2007-2008	3	16	3	16	4018	30
	2008-2009	11	37	11	37	3985	30
	Cum. Total*	23	26	23	26	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	9	23	9	23	1021	7
	2007-2008	2	11	2	11	938	7
	2008-2009	1	3	1	3	748	6
	Cum. Total*	12	13	12	13	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	29.0	63.0	29.0	63.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	20.2	63.1	20.2	63.1	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.8	62.9	8.8	62.9	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 3

SAU: Chelsea School Department

School: Chelsea Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	30	0	0	18	60	11	37	1	3	345	30	0	60	37	3	345	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	1										1						99	0	64	31	5	343
Asian or Pacific Islander	1										1						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	28	0	0	17	61	10	36	1	4	345	28	0	61	36	4	345	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	1	14	5	71	1	14	339	7	0	14	71	14	339	2194	0	32	50	18	338
No	23	0	0	17	74	6	26	0	0	347	23	0	74	26	0	347	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	30	0	0	18	60	11	37	1	3	345	30	0	60	37	3	345	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	11	0	0	5	45	5	45	1	9	343	11	0	45	45	9	343	5721	1	52	39	9	342
No	19	0	0	13	68	6	32	0	0	346	19	0	68	32	0	346	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	30	0	0	18	60	11	37	1	3	345	30	0	60	37	3	345	13489	2	63	30	6	345
Gender																						
Female	12	0	0	6	50	6	50	0	0	344	12	0	50	50	0	344	6568	3	67	26	4	346
Male	18	0	0	12	67	5	28	1	6	346	18	0	67	28	6	346	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	6	0	0	3	50	3	50	0	0	342	6	0	50	50	0	342	2300	0	39	49	11	340
No	24	0	0	15	63	8	33	1	4	346	24	0	63	33	4	346	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	30	0	0	18	60	11	37	1	3	345	30	0	60	37	3	345	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Chelsea School Department

School: Chelsea Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	1	44	39	16	340
B. less than one hour	90	0	0	15	56	11	41	1	4	344	90	0	56	41	4	344	80	2	66	28	4	345
C. one to two hours	10	0	0	3	100	0	0	0	0	352	10	0	100	0	0	352	13	2	61	32	6	344
D. more than two hours	0										0						3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	33	0	0	7	70	3	30	0	0	347	33	0	70	30	0	347	47	3	68	24	4	346
B. good	50	0	0	9	60	6	40	0	0	345	50	0	60	40	0	345	41	1	62	31	5	344
C. fair	13	0	0	2	50	2	50	0	0	343	13	0	50	50	0	343	9	0	51	41	8	342
D. poor	3	0	0	0	0	0	0	1	100	330	3	0	0	0	100	330	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	31	0	0	5	56	3	33	1	11	345	31	0	56	33	11	345	31	3	63	28	6	345
B. They match some of what I have learned.	59	0	0	11	65	6	35	0	0	345	59	0	65	35	0	345	49	2	68	26	3	345
C. They match just a little of what I have learned.	7	0	0	1	50	1	50	0	0	346	7	0	50	50	0	346	14	1	53	39	7	342
D. There is no match.	3	0	0	0	0	1	100	0	0	338	3	0	0	100	0	338	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	17	0	0	1	20	3	60	1	20	339	17	0	20	60	20	339	18	1	50	38	11	342
B. about the same as my regular schoolwork	66	0	0	14	74	5	26	0	0	347	66	0	74	26	0	347	57	2	68	26	3	346
C. easier than my regular schoolwork	17	0	0	2	40	3	60	0	0	343	17	0	40	60	0	343	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	24	0	0	2	29	4	57	1	14	340	24	0	29	57	14	340	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	41	0	0	10	83	2	17	0	0	349	41	0	83	17	0	349	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	34	0	0	5	50	5	50	0	0	343	34	0	50	50	0	343	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	17	0	0	4	80	1	20	0	0	348	17	0	80	20	0	348	22	3	67	25	4	346
B. 20 minutes to an hour	40	0	0	9	75	3	25	0	0	347	40	0	75	25	0	347	46	2	68	26	4	346
C. less than 20 minutes	23	0	0	4	57	3	43	0	0	346	23	0	57	43	0	346	18	1	56	36	8	343
D. I rarely read at home.	20	0	0	1	17	4	67	1	17	339	20	0	17	67	17	339	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	23	0	0	3	43	3	43	1	14	343	23	0	43	43	14	343	29	1	56	36	7	343
B. six to ten pages	27	0	0	5	63	3	38	0	0	346	27	0	63	38	0	346	21	2	62	31	5	344
C. eleven or more pages	50	0	0	10	67	5	33	0	0	346	50	0	67	33	0	346	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: Chelsea School Department
School: Chelsea Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	4	10	4	10	1985	14
	2007-2008	4	21	4	21	2277	17
	2008-2009	11	37	11	37	2328	17
	Cum. Total*	19	21	19	21	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	20	50	20	50	6990	51
	2007-2008	6	32	6	32	6764	50
	2008-2009	11	37	11	37	7045	52
	Cum. Total*	37	42	37	42	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	10	25	10	25	3673	27
	2007-2008	7	37	7	37	3504	26
	2008-2009	7	23	7	23	3137	23
	Cum. Total*	24	27	24	27	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	6	15	6	15	1193	9
	2007-2008	2	11	2	11	1044	8
	2008-2009	1	3	1	3	997	7
	Cum. Total*	9	10	9	10	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	34.2	71.3	34.2	71.3	31.5	65.6
A. Number	20	42	13.8	69.0	13.8	69.0	12.8	64.0
B. Data	8	17	6.4	80.0	6.4	80.0	6.1	76.3
C. Geometry	8	17	6.2	77.5	6.2	77.5	5.5	68.8
D. Algebra	12	25	7.8	65.0	7.8	65.0	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 3

SAU: Chelsea School Department

School: Chelsea Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	30	11	37	11	37	7	23	1	3	353	30	37	37	23	3	353	13507	17	52	23	7	348
Ethnicity																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	1										1						99	7	47	38	7	344
Asian or Pacific Islander	1										1						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	28	11	39	10	36	6	21	1	4	354	28	39	36	21	4	354	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	3	43	4	57	0	0	342	7	0	43	57	0	342	2204	6	36	36	22	338
No	23	11	48	8	35	3	13	1	4	356	23	48	35	13	4	356	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	30	11	37	11	37	7	23	1	3	353	30	37	37	23	3	353	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	11	1	9	5	45	5	45	0	0	345	11	9	45	45	0	345	5727	10	48	31	12	343
No	19	10	53	6	32	2	11	1	5	358	19	53	32	11	5	358	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	30	11	37	11	37	7	23	1	3	353	30	37	37	23	3	353	13501	17	52	23	7	348
Gender																						
Female	12	4	33	4	33	3	25	1	8	349	12	33	33	25	8	349	6568	16	52	24	8	348
Male	18	7	39	7	39	4	22	0	0	356	18	39	39	22	0	356	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	6	1	17	3	50	1	17	1	17	343	6	17	50	17	17	343	2300	4	43	39	14	340
No	24	10	42	8	33	6	25	0	0	356	24	42	33	25	0	356	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	30	11	37	11	37	7	23	1	3	353	30	37	37	23	3	353	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Chelsea School Department

School: Chelsea Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	9	38	32	21	340
B. less than one hour	90	8	30	11	41	7	26	1	4	351	90	30	41	26	4	351	80	19	54	22	5	349
C. one to two hours	10	3	100	0	0	0	0	0	0	369	10	100	0	0	0	369	13	16	51	24	9	347
D. more than two hours	0										0						3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	3	33	3	33	3	33	0	0	356	30	33	33	33	0	356	40	25	51	17	7	351
B. good	50	8	53	4	27	2	13	1	7	355	50	53	27	13	7	355	45	14	56	24	6	348
C. fair	13	0	0	2	50	2	50	0	0	343	13	0	50	50	0	343	12	7	49	34	10	343
D. poor	7	0	0	2	100	0	0	0	0	350	7	0	100	0	0	350	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	37	3	27	5	45	2	18	1	9	351	37	27	45	18	9	351	38	23	52	19	5	351
B. They match some of what I have learned.	50	6	40	6	40	3	20	0	0	354	50	40	40	20	0	354	45	16	56	22	6	348
C. They match just a little of what I have learned.	10	2	67	0	0	1	33	0	0	361	10	67	0	33	0	361	12	10	45	33	12	343
D. There is no match.	3	0	0	0	0	1	100	0	0	340	3	0	0	100	0	340	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	27	1	13	3	38	4	50	0	0	345	27	13	38	50	0	345	17	8	45	34	13	342
B. about the same as my regular schoolwork	47	7	50	6	43	1	7	0	0	359	47	50	43	7	0	359	59	19	55	21	5	350
C. easier than my regular schoolwork	27	3	38	2	25	2	25	1	13	351	27	38	25	25	13	351	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	0	0	1	100	0	0	334	3	0	0	100	0	334	15	8	41	35	15	341
B. 30–45 minutes	7	0	0	2	100	0	0	0	0	351	7	0	100	0	0	351	29	16	54	23	6	348
C. 45–60 minutes	60	8	44	4	22	5	28	1	6	353	60	44	22	28	6	353	32	21	55	19	5	350
D. more than 60 minutes	30	3	33	5	56	1	11	0	0	356	30	33	56	11	0	356	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						6	6	33	39	23	337
B. two or three days a week	3	0	0	0	0	0	0	1	100	310	3	0	0	0	100	310	12	15	55	22	8	348
C. two or three times each month	40	5	42	4	33	3	25	0	0	355	40	42	33	25	0	355	26	20	56	19	5	350
D. never or almost never	57	6	35	7	41	4	24	0	0	354	57	35	41	24	0	354	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	27	2	25	4	50	2	25	0	0	351	27	25	50	25	0	351	37	14	51	27	9	346
B. two or three days a week	43	5	38	4	31	3	23	1	8	351	43	38	31	23	8	351	27	20	55	19	6	350
C. two or three times each month	17	2	40	2	40	1	20	0	0	356	17	40	40	20	0	356	19	22	53	19	6	350
D. never or almost never	13	2	50	1	25	1	25	0	0	359	13	50	25	25	0	359	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											